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with Nevada and with California. The data of the table mentioned show that Mississippi will receive from the equalization fund two and one-half times the amount given to Nevada, but only 85 per cent of California's share. Thus, the real evidence of the table is simply that the distribution of federal aid as contemplated results in one case in affording a relief so meager that it does not justify the effort, in another case in providing an amount which may be more or less adequate, and in a third case in increasing the existing inequality.

A second criticism that should be noted is the scant consideration given the matter of federal support of vocational education below the college level. No significant place is found for such training in the general scheme of making the schools "efficient on a nation-wide basis." The short chapter devoted to the question of vocational education contains a single paragraph of general observations concerning the Smith-Hughes law, following which an outline of the main features of this act is presented "without comment."

Thus by refusing to recognize the shortcomings of a particular program, and by failing to incorporate all the essential elements of equalized educational opportunity into a scientifically determined and co-ordinated scheme of federal support of public education, the book impresses the reader as falling short of its splendid opportunity to contribute to the adequate solution of the problem of most immediate importance to "the nation and the schools."

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*Guiding principles for teachers.*—The results of educational science are still fragmentary, and the gaps must be filled by philosophy. They are detailed and specific and must be unified and systematized by some more general method of consideration. The findings of biology and psychology and the conclusions of educational philosophy are derived from different points of view and expressed in different terminology. They must be harmonized by the interpretation of one body of findings into the language of the other, if the student of education is to be saved from confusion.

These are the conceptions which cause Dean Coursault to offer his new work<sup>1</sup> on the principles of education. Attacking the problem from the point of view of teleology and verifying his conclusions by comparison with the findings of natural science, the author deals with human development by considering in turn the individual, the social, and the educational processes. Individual development "consists in acquiring new purposes together with the ability to use means of control in realizing them." Society guides the acquisition of purposes and means of control. "The educational process . . . unites the individual and the social processes by selecting social patterns and by adapting them to the nature of the individual."

Consistently with this conception of development and education, Dean Coursault concludes that there are but two general types of teaching—guidance

<sup>1</sup> JESSE H. COURSAULT, *The Principles of Education*, "Beverley Educational Series." Boston: Silver, Burdett & Co., 1920. Pp. xxii+468.

in the acquisition of purposes and in the means of control. Likewise, there are two types of curriculum material—history and the fine arts, by which social practices are evaluated and related to social purposes; and the sciences, in which the procedure of discovering means of control is presented. He would distinguish sharply between history and social science. From his general conception he deduces a set of principles for curriculum-making and a discussion of methods of teaching.

The book is excellently organized for teaching purposes. Concrete illustrations abound. With each chapter lists of reading references and related problems are given. The reinterpretation of the contributions of the great educational philosophers is clear and concise, and is interwoven most appropriately with the unfolding of the theme.

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*Village schools.*—Between the rural school and the city school is the village school which is usually not included in the discussions for the improvement of either of the first two. To call attention to this neglected part in our systems of education, the Bureau of Education has directed a study of village schools, the results of which are presented in a recent bulletin.<sup>1</sup>

The bulletin deals principally with the administrative and supervisory problems of village schools and the course of study adapted to them. There are, in addition, brief discussions of "The Village School as a Community Center," "The Village Library," "The School Term," "Buildings and Grounds," and the "Health" of the village. Making the village the consolidation center for all the schools in the immediate district is strongly urged. The relations of administrative officers to each other, to the teachers, and to the people are studied. The comprehensive discussion of the work of the supervising principal is especially pertinent. The possibilities of consolidation are shown by illustrations drawn from the work of the consolidated school at Five Points, Alabama.

The chief value of the bulletin lies in its direct treatment of a subject which has hitherto been comparatively neglected. It will lend inspiration and practical help to all interested in the problems of village schools.

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*The problem of the wage-earning child.*—Though educators have been greatly impressed by the figures concerning elimination from school at the ages of fourteen, fifteen, and sixteen, they have been far from visualizing clearly the size and the condition of the army of out-of-school youth. Mrs. Reed's discussion<sup>2</sup> will give much needed vividness to their realization of the

<sup>1</sup> W. S. DEFFENBAUGH and J. C. MUERMAN, "The Administration and Supervision of Village Schools," *United States Bureau of Education Bulletin No. 86*, 1919. Washington: Department of the Interior. Pp. 63.

<sup>2</sup> ANNA Y. REED, *Junior Wage Earners*. New York: Macmillan Co., 1920. Pp. xii+171.